DOCUMENT RESUME

ED 368 708 SP 035 143

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| AUTHOR | Tyson, Harriet |
| TITLE | Who Will Teach the Children? Progress and Resistance in Teacher Education. First Edition. |
| REPORT NO | ISBN-1-55542-600-X |
| PUB DATE | 94 |
| NOTE | 208p.; The Jossey-Bass Education Series. |
| AVAILABLE FROM | Jossey-Bass Inc., Publishers, 350 Sansome Street, San Francisco, CA 94104. |
| PUB TYPE | Books (010) -- Viewpoints (Opinion/Position Papers, Essays, etc.) (120) |
| EDRS PRICE | Document Not Available from EDRS. |
| DESCRIPTORS | *Educational Change; Elementary Secondary Education; *Futures (of Society); Higher Education; Institutional Role; Program Attitudes; *Program Improvement; *Schools of Education; State School District Relationship; *Teacher Education Curriculum; *Teacher Education Programs; Teacher Qualifications; Teaching Conditions; Theory Practice Relationship |
| IDENTIFIERS | Pedagogical Content Knowledge; Preservice Teachers; *Reform Efforts |

ABSTRACT

The 12 chapters in this book argue that: (1) in the most successful colleges, preservice teachers learn how to convey knowledge to students while they themselves are acquiring that knowledge; and (2) the best teacher training is a synthesis of content and pedagogy, and of theory and practice, throughout college and beyond certification. Chapter 1, "The Subject Matters, but the Academics Just Don't Get It," explores the poverty of both curriculum and teaching in most undergraduate arts and science courses. Chapters 2 through 7 in "Part One: New Ideas in Teacher Education" portray teacher education programs in five schools of education and in one entire state system noted for serious reform efforts. Chapter 8 envisages an ideal program drawn from the preceding portraits. "Part 2: Obstacles to Reform" discusses institutional restraints on reform. In chapter 9, working conditions for teachers and barriers to good teaching are explored. Chapter 10 shows why states don't do the job they are presumed to do--protect the public from unqualified teachers. "Part 3: Prospects for the Future" assesses chances for reform of teacher education and teaching. Chapter 11 examines whether American business really wants reform and is willing to pay for it, and barricades to reform thrown up by institutions, teacher unions, government bodies, politicians, and society. Chapter 12 foresees an inevitable reform of teacher education and teaching brought about by such things as continued pressure on teachers to improve educational outcomes, better-educated more assertive teachers, and a decline in the size of school bureaucracies. (LL)

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